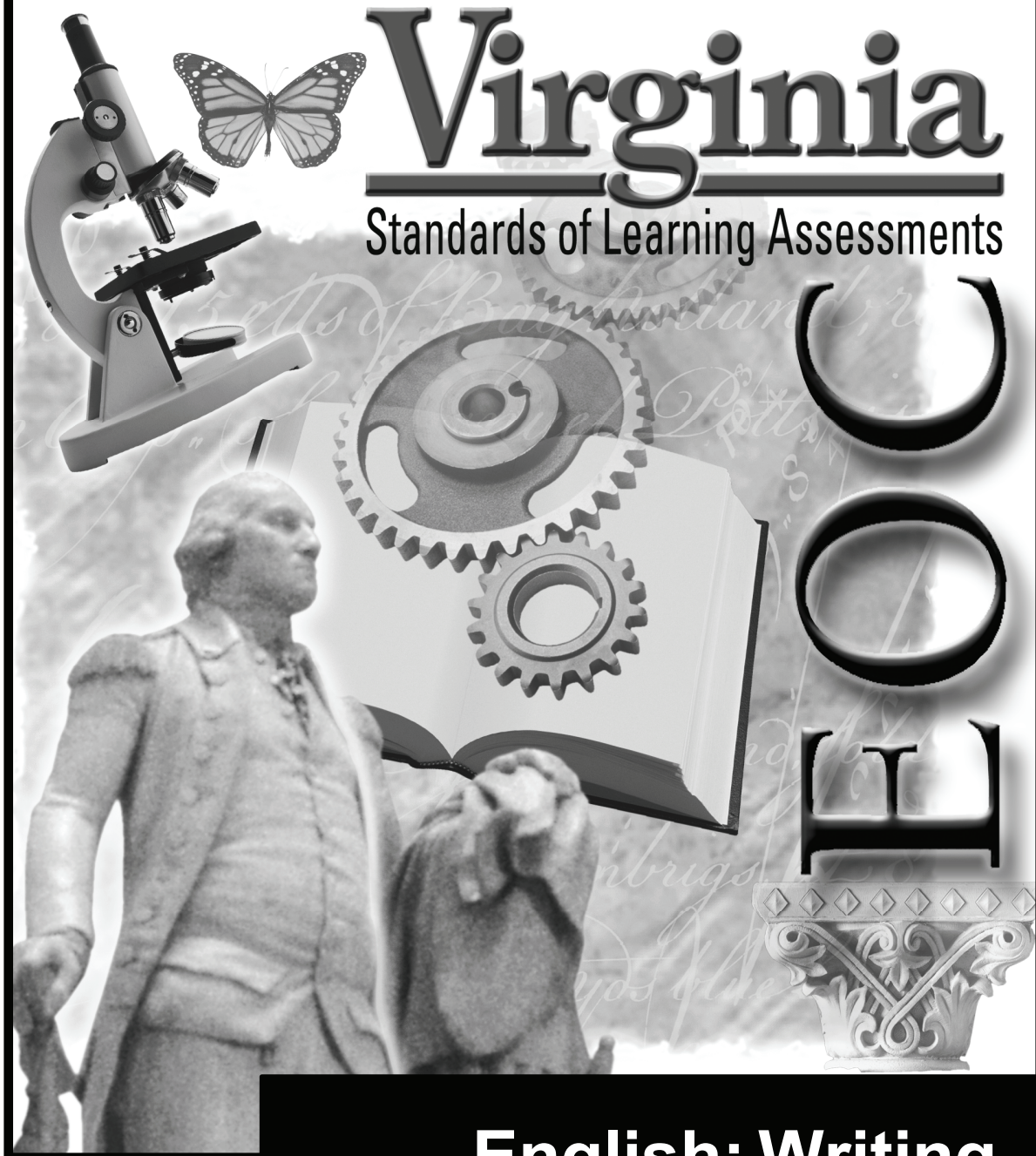


EXAMINER'S MANUAL
REGULAR AND SPECIAL FORMS

SUMMER 2007



English: Writing

Test security guidelines restrict persons who have not signed the
Test Security Agreement from reading the actual test questions/writing prompts.

NEW FOR SUMMER 2007

Carefully review this *Examiner's Manual* prior to the administration of the Summer 2007 Standards of Learning (SOL) *English: Writing* Assessment. Please note the following:

- Pearson Educational Measurement (PEM) is the new contractor for the Virginia Assessment Program.
- Students scheduled to graduate by August 31, 2008, are considered to be Term Graduates. For summer 2007, all students including Term Graduates will take the same multiple-choice test forms and prompts. Students must take both the multiple-choice and the direct-writing components to receive a valid score.
- Term Graduates may have two opportunities to take the test during the Summer 2007 SOL *English: Writing* Administration.

Answer Document

- Significant revisions have been made to the demographic Sections (1 and 2) of the answer documents. Make certain that the only answer documents distributed to students indicate 2006-2007, located at the top center of the answer document (Appendix B).
- Most schools will use Pre-ID labels; therefore, the STC will provide the labels and directions for placement on the students' answer documents.
- In Section 1, Field A, student identifying information should be completed for all students. This information may be completed by the student or an adult.
- In Section 1, if answer documents are submitted WITH Pre-ID labels, information in Fields B through E should not be completed because it will NOT be read by the scanner. However, if the answer documents are submitted WITHOUT a Pre-ID label, Fields B through E *must* be completed.
NOTE: Field E, State Testing Identifier must be completed by an adult and as directed by the STC before answer documents are submitted for scoring.
- If applicable, Field H, Testing Status, and Field I, Special Test Accommodations, must be completed by the Examiner or another designated adult and as directed by the STC.

Testing Materials

- Students may use scratch paper during the administration of both the multiple-choice and direct writing components of the EOC *English: Writing* test.
- Two sheets of blank Braille paper are provided in the Braille Test Booklet Kits and five sheets of blank Braille paper are provided in the Braille Writing Prompt Kits for use by the student during the test administration. Use of these materials is optional and the student's responses must be transcribed onto a regular answer document.

Verification of Secure Testing Materials

- Examiners will receive the multiple-choice test booklets/writing prompts packaged with an *Assembly ID Sheet* (Appendix D). The *Assembly ID Sheet* is used by the Examiner to verify the number of test booklets/prompts inside each package before distributing secure materials to the students during the test administration.

NEW FOR SUMMER 2007, continued**Out-of-School Answer Documents**

- Students testing in the summer may originate from schools outside your division. If applicable, answer documents for these students should be bundled with a separate *Header Sheet* and completed as instructed by your STC.

If you have questions after reviewing this manual, contact your School Test Coordinator (STC).

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EXAMINER'S CHECKLIST

Activities Before Test Administration	
<input type="checkbox"/>	1. Carefully read this <i>Examiner's Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your STC.
<input type="checkbox"/>	2. Read the <i>Test Security Guidelines</i> and sign the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> (Section 4.2 and Appendix A).
<input type="checkbox"/>	3. Make necessary announcements about testing to students (Section 4.3).
<input type="checkbox"/>	4. Establish an appropriate setting for test administration (Section 4.4).
<input type="checkbox"/>	5. Determine the need for Proctors (Section 4.5).
<input type="checkbox"/>	6. Become familiar with special accommodations specified in students' IEPs, 504 management plans, or <i>LEP SOL Participation Plans</i> , and coordinate with your STC how accommodations will be provided (Section 4.6).
<input type="checkbox"/>	7. Understand your division's procedure for completing the student identification information on the answer documents (Section 4.7).
<input type="checkbox"/>	8. Assemble all materials needed for test administration (Section 4.8). Note that some materials are used only for the multiple-choice component, and some are only for the direct-writing component.
<p>CAUTION: Before you begin testing, verify that you have the 2006–2007 answer documents for the EOC <i>English: Writing</i> test. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.</p>	
Activities During Test Administration	
<input type="checkbox"/>	1. Verify that the identifying information for students' answer documents are correctly completed (Section 5.1).
<input type="checkbox"/>	2. On each day that a test session is conducted, check out secure test materials and answer documents from your STC (Section 5.3.1 and 5.4.1).
<input type="checkbox"/>	3. Administer the test in adherence to the directions for the EOC <i>English: Writing</i> assessment (Section 5.3 for multiple-choice component and Section 5.4 for the direct-writing component).
Activities After Test Administration	
<input type="checkbox"/>	1. Inspect students' answer documents for completeness, test form/writing prompt number, damage, incomplete erasures, stray marks, etc., as described in Section 6.1.
<input type="checkbox"/>	2. Complete Fields H and I for all students for whom these fields are applicable (Section 6.2).
<input type="checkbox"/>	3. Complete the <i>Header Sheet</i> (Section 6.3).
<input type="checkbox"/>	4. Prepare the bundles of answer documents (Section 6.4).
<input type="checkbox"/>	5. Return ALL test materials to your STC (Section 6.5).
<input type="checkbox"/>	6. Read and sign the <i>Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit</i> and the <i>Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit</i> or the <i>Classroom Transmittal Document for Special Test Forms/Prompts Kits</i> if used by your STC (Section 6.6).

1. USE OF THIS MANUAL FOR THE SUMMER 2007 ADMINISTRATION

This *Examiner's Manual* describes procedures that apply to the administration of the End-of-Course (EOC) *English: Writing* Standards of Learning (SOL) Assessment for Regular Test Forms and Special Test Forms (Braille, large-print, and audiotape versions). All Test Examiners should follow the information in this manual before, during, and after the administration of the EOC *English: Writing* SOL Assessment. This manual provides the following information:

- test administration schedule
- school division responsibilities for SOL testing
- your duties before, during, and after each testing session
- specific instructions for administration for the EOC *English: Writing* multiple-choice component and direct-writing component

2. TEST ADMINISTRATION SCHEDULE

The EOC *English: Writing* test has both multiple-choice and direct-writing (response to a writing prompt) components that must be administered statewide on the following dates:

- July 16 or 17 – multiple-choice component (**main form**)
- July 16 or 17 – multiple-choice component (**alternate form**, Term Graduate/second testing opportunity for eligible students)
- July 18 – direct-writing component (**main prompt only**)
- July 19 – direct-writing component (**alternate prompt**, Term Graduate/second testing Opportunity for eligible students)

The EOC *English: Writing* test is administered to students completing high school English courses that have covered the grades 9, 10, and 11 SOL. Students who need to retake the EOC *English: Writing* test for verified credit may also take this test during the summer administration.

Students scheduled to graduate by August 31, 2008 (Term Graduates), who have not passed the EOC *English: Writing* test may have two opportunities to take the test during the Summer 2007 SOL *Writing* Administration. Eligible students are not required to exercise their options for second testing opportunity. However, you should inform and encourage students to take advantage of this opportunity. Contact your School Test Coordinator (STC) for more information.

Students who are absent on any or all of the statewide testing dates are to be provided with an opportunity during the make-up period to take the test component(s) they missed. Your STC will provide you with more information about how your school will handle make-up testing. Also see Section 7 of this manual.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the EOC *English: Writing* test. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson Educational Measurement. The DDOT has divisionwide responsibility for implementation of SOL test procedures.

School Test Coordinator

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Any questions the STC has regarding the SOL tests are to be directed to the DDOT.

Test Examiner

As a Test Examiner (Examiner), you are responsible for administering the SOL tests according to the procedures contained in this manual and for maintaining the security of SOL test materials. The remaining sections of this manual contain more specific information about your duties as an SOL Examiner. Any questions the Examiner has regarding the SOL tests are to be directed to the STC.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Carefully read this *Examiner's Manual*, your students' Individualized Education Programs (IEPs), 504 management plans, *Limited English Proficient (LEP) SOL Participation Plans* (if applicable), and any local directions you may have been given by your STC.

Resolve any questions you might have with your STC well in advance of test administration.

4.2 Sign the School Division Personnel Test Security Agreement (Including Examiners/Proctors)

Before you may administer the Summer 2007 EOC *English: Writing* test, you must read the *Test Security Guidelines* and then read and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A). **Note the Virginia General Assembly 2000 legislation regarding test security.** You may sign the original page or a photocopy of it. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials. **You must complete this agreement and forward it to your STC before receiving any test materials.**

4.3 Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring sharpened No. 2 pencils to the testing sessions and something to read if they finish early. Prepare students for testing by explaining that the results of this test will help determine their level of proficiency in writing.

4.3.1 Term Graduates

Students who are scheduled to graduate by August 31, 2008, are considered to be Term Graduates. A Term Graduate who has not passed the EOC *English: Writing* test will have two opportunities to take the test during the Summer 2007 *Writing* Administration. For summer 2007, all students including Term Graduates will take the same multiple-choice test forms and prompts.

4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. In arranging for an appropriate test setting, be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and answer document, and any materials or supplies required for accommodations. Crowding should be minimized and the seating arranged to discourage students from copying one another's work.

Before testing, remove from the testing site or cover-up all curricular materials that might influence student performance. These include charts, dry-erase board displays, chalkboard displays, and bulletin board displays of material related to test content.

You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

4.5 Determine the Need for Proctors and Arrange for Assistance

Testing students in large groups is **not** recommended because testing in smaller groups lessens test fear and anxiety for the student and facilitates your ability to monitor and control the testing session. However, if it is necessary to test a large group of students, discuss with your STC the addition of Proctors to the testing session.

It is best that you supervise the testing of no more than 25–30 students on your own. If your group's size exceeds this, try to arrange with your STC to have at least one Proctor with you at the testing site. It is recommended to have one Proctor present for every 25–30 **additional** students.

Regardless of the size of your group, if you are the only adult supervising the testing session, arrange with your STC to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimum disruption.

4.6 Become Familiar with Special Accommodations

NOTE

You may skip Sections 4.6 and 4.6.1 if you are not testing students who require special accommodations.

Before testing, you should become familiar with special accommodations specified in students' IEPs, 504 management plans, or *LEP SOL Participation Plans* and coordinate with your STC how accommodations will be met. You should also be familiar with the procedures that must be followed when providing accommodations to students. These are described in detail in the *2006–2007 SOL Assessment Resource Manual, Procedures for Participation of Students with Disabilities in Virginia's Accountability System*:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

NOTE: Questions about whether accommodations not listed in this manual are permissible should be directed to the STC.

Before the test administration dates, resolve any questions you might have with your STC, IEP Case Manager, or 504 Coordinator. It is important to check with the STC to make sure necessary Braille, large-print, and audiotape versions of the test have been ordered to provide the required accommodations as stated in students' IEPs, 504 management plans, or *LEP SOL Participation Plans*. Also verify with the STC that any materials and supplies required for accommodations will be available on testing dates.

4.6.1 Arrange for the provision of testing accommodations (if applicable)

Interpreters

For some accommodations, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. Interpreters must also sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*.

Proctors

Proctors should receive the same training as Examiners and must sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* as noted in Section 4.2. The

use of non-school personnel as Proctors should be approached with caution.

Test administrations that include the interpretation (e.g., signing, transliteration) of test items must be proctored.

Proctors also may transcribe or verify the transcription of student responses to the regular answer document after testing. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. However, the same individual should transcribe the entire response. An alert will be triggered if a response appears with more than one individual's hand writing. Transcriptions must be verified by a second adult. The student's response may not be altered in any way.

Audiotaping

Some accommodations require that the test administration be audiotaped. These accommodations include:

- read-aloud administration
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark the regular answer document
- Scribe writes student's response to prompt for student with accommodation of dictation to a scribe

If you have students with such accommodations specified in their IEPs, 504 management plans, or *LEP SOL Participation Plans*, arrange for the test administration to be audiotaped.

4.7 Understand Your Division's Procedure for Completing the Student Identification Information on the Answer Documents

Identification information for each student must be included on the answer document either through a Pre-ID label or by coding the information on the answer document.

A sample of the answer document with a Pre-ID label is in Appendix B. Refer to Sections 5.1 and 6.2, which contain details on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

4.7.1 Using Pre-ID labels on the demographic page

Your STC will provide you with Pre-ID labels for most of your students and instructions on how to use the labels.

Only use Pre-ID labels that have been generated for the Summer 2007 *Writing Administration*. Pre-ID labels from previous administrations must not be used. The sample demographic page in Appendix B shows proper placement of the Pre-ID label.

4.8 Assemble the Materials Needed for Testing

Multiple-Choice Writing Component only: Students **MUST** use only No. 2 pencils when completing the answer document for the multiple-choice component of the EOC *English: Writing* test. Scratch paper and a supply of sharpened soft-lead (No. 2) pencils are to be available for students to use during testing. Mechanical pencils may be used as long as they contain No. 2 lead. **No student may use a dictionary or electronic spelling checker unless specified in an IEP or 504 management plan. Students may not have access to a thesaurus.**

Direct-Writing Component only: Students MUST use only No. 2 pencils when completing the answer document for the direct-writing component of the EOC *English: Writing* test. Dictionaries, scratch paper, and a supply of sharpened soft-lead (No. 2) pencils are to be available for students to use during testing. Mechanical pencils may be used as long as they contain No. 2 lead. A thesaurus cannot be used for the direct-writing component of the test. **Check the dictionaries that students will use to ensure they do not have a thesaurus section.** Electronic spelling checkers may be used for the direct-writing component **only** by a student whose IEP or 504 management plan specifies this accommodation.

4.8.1 Arrange for additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to review students' IEPs, 504 management plans, or *LEP SOL Participation Plans* to identify necessary materials or devices in advance of the test dates. Examiners conducting a read aloud administration MUST ensure that the test booklets used have IDENTICAL form numbers so that the Examiner and student(s) are viewing the same test items. If you have students who will be using audiotapes that accompany the Braille, large-print, or regular versions of a test, you will need tape recorders, preferably one for each student. Other students may require magnification aids or a Braillewriter, depending on what their IEPs, 504 management plans, or *LEP SOL Participation Plans* specify.

If you have students taking large-print test forms who require enlarged copies of answer documents, these **are not** included with testing materials that are shipped from Pearson Educational Measurement. **Your school division must supply enlarged copies of the answer documents if they are required by students.**

4.9 Plan for an Alternate Test Site

IMPORTANT: SOL assessments are untimed. Students who do not finish by the end of the allotted test administration time should be given as much time as they need to complete the test. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity such as lunch or other breaks that would allow interaction with other students or access to any educational materials. Students **must** complete each component of the test in one school day.

Before the first day of testing, determine whether the testing site must be used for non-testing activities at the end of the allocated time. If so, be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of the test booklets/writing prompts, answer documents, and scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

5. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

The two-part writing assessment consists of a multiple-choice component and a direct-writing component (a response by students to a writing prompt). Two separate testing sessions are required. The multiple-choice component is to be administered on either July 16 or July 17, 2007, (**main form**), and the direct-writing component (**main prompt**) is to be administered on July 18, 2007.

Additionally, provisions have been made for qualified students to have two opportunities to take the EOC *English: Writing* test during the Summer 2007 *Writing* Test Administration. Eligible students for the second opportunity are Term Graduates who are scheduled to graduate by August 31, 2008, and who need the EOC *English: Writing* verified credit. The multiple-choice component for the second opportunity is to be administered on July 16 or 17, 2007, (using the **alternate form**), and the direct writing component (using the **alternate prompt**) is to be administered on July 19, 2007. Term Graduates who choose to take advantage of the second opportunity will take the same multiple-choice form and prompt as other EOC testers.

Each student will use one answer document to record answers for both components of the test. All testing materials must be returned to your STC for secure storage at the conclusion of the multiple-choice component and again at the conclusion of the direct-writing component.

This section includes directions for having students complete demographic information in Sections 1 and 2 of the answer document, information that will help you prepare for each testing session, and specific directions for administering the multiple-choice and direct-writing components.

- Directions for completing the student identification information on the answer document are in Section 5.1.
- Directions for administering the multiple-choice component are in Section 5.3.
- Directions for administering the direct-writing component are in Section 5.4.

Some of these sections include instructions that are to be read verbatim to students. These instructions are preceded by the word “**SAY**” and are in **bold type**. These directions must be read to the students slowly, clearly, and **exactly as written**. It is essential that you become familiar with these instructions **before** test administration and that you follow them exactly as they appear.

5.1 Student Completion of Required Demographic Information

Be sure that all desks or tables are cleared of books and other materials not needed for the test. See that each student has two sharpened soft-lead (No. 2) pencils with erasers. It may be helpful to display samples of identification information on the dry-erase board or chalkboard.

NOTE

Your STC will provide a Pre-ID label for most students' answer documents; therefore, only Field A should be completed.

If students' answer documents are submitted WITHOUT a Pre-ID label, Fields A through E MUST be completed. A designated adult must complete Field E, State Testing Identifier, before the answer documents are submitted for scoring.

IF PRE-ID LABELS ARE USED, do not fill in any of the Fields B through E and Fields H and I. The following directions will guide students in completing demographic information on their answer documents.

Before distributing the answer documents,

SAY I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up.

SAY We will fill in some of the information on this page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, your date of birth, and test date. For test date, write the month, day, and year. (Examiners should specify the month, day, and year.) Does anyone have a question?

NOTE: You may expand on this instruction to clarify the information students are to complete in Field A of the answer document.

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are filling in the information, walk around the room to see that they are following instructions. Give help as needed.

When all students have completed Field A, IF PRE-ID LABELS WERE NOT USED,

SAY Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.

For those of you that have an answer document WITHOUT a Pre-ID label, (point) you will need to complete Fields B through D.

In Field B, find the box that contains areas labeled “Last Name” and “First Name.” In the area labeled “Last Name,” print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, in the area labeled “First Name,” print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?

Give help as needed. After students have finished,

SAY Now find Field C, which is labeled “Date of Birth.” In the area labeled “Month,” find the circle for the month of your birthday and fill it in.

After students have finished,

SAY The next area is labeled “Day.” In the boxes, write the date on which you were born, entering one number in each box. For example, if your birthday is between the 1st and 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

SAY Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

SAY The next area is labeled "Year." Fill in the circle next to "19." In the next boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.

Give help as needed.

SAY Now find Field D, which is labeled "Gender." Fill in the circle next to "Female" if you are a female or the circle next to "Male" if you are a male.

Give help as needed.

SAY Now look at the back of your answer document (demonstrate). Find the top two boxes labeled "Last Name" and "First Name." (Point.) Print your last name in the first box. Print your first name in the second box.

Give help as needed. After students have finished,

SAY Field F, MC Form, and Field G, Prompt Number, will be completed during the actual testing sessions. Do not fill in the fields that are labeled with the letters H or I. Do you have any questions?

Answer students' questions.

Pre-administration coding of the demographic information is now complete.

NOTE: Field H, Testing Status, and Field I, Special Test Accommodations will be completed after administration by you or another designated adult.

After students have completed the identifying information on their answer documents, administration of the EOC *English: Writing* test can begin.

To administer the multiple-choice component of the EOC *English: Writing* test, see Section 5.3.2 after the row of asterisks.

5.2 General Instructions for Administering the SOL EOC English: Writing Test

5.2.1 Preparation for administering the test to students who require special accommodations

NOTE

You may skip Sections 5.2.1.1 and 5.2.1.2 if you are not testing students who require special accommodations.

5.2.1.1 Accommodations involving assistance with directions and interpreting directions

You may make modifications as needed to the specific directions for administering a test to ensure that students taking the Braille, large-print, and/or audiotape versions of the test understand the testing procedures. For example, you should tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version and is read at the beginning of audiotapes.

Assistance with directions may be provided as an accommodation if specified in the student's IEP, 504 management plan or *LEP SOL Participation Plan*. Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. You may simplify directions by restating the directions using more familiar or clearly understood terminology. You also may clarify directions by answering questions from the students about the test directions. An accommodation may require that the Examiner provide a copy of the directions for the student to reference during testing. Directions may be copied from either the student's test booklet/prompt sheet or this manual. The directions may be written on the classroom's dry-erase board or chalkboard, displayed on an overhead projector, or copied onto individual sheets of paper. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

Assistance with directions may include interpreting the test directions through signing or transliterations. Hearing-impaired students who normally communicate in an alternative or manual method may be provided an educational interpreter to interpret test directions or to answer questions concerning test instructions or procedures. As the Examiner, you must be present for the testing session and read aloud the test directions as presented in this manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to you, as the Examiner, and your response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

5.2.1.2 Providing accommodations in test administration

Read-aloud administration

NOTE

Examiners conducting a read-aloud administration MUST ensure that the EOC English: Writing test booklets with IDENTICAL form numbers on the front covers are used, so that the Examiner and student(s) are viewing the same test items.

Students with disabilities or LEP students who have the accommodation of having the test read to them will use the same form as the other students in their classroom.

A read-aloud administration must be recorded or proctored. The taped record of the entire testing session shall be retained on file and secure in the office of the DDOT until scores are received and verified. If proctored, you as the Test Examiner and Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification must be retained on file and secure in the office of the DDOT until scores have been received and verified.

Special attention must be given to the IEP, 504 management plan or *LEP SOL Participation Plan* for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiotape provides a taped version of the test instructions and test items. A regular-print, large-print, Braille, or regular version of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

You must be very careful when reading the test aloud so that you do not lead the student to a correct response by intonation or by repeating any part of the test that is not specifically requested by the student. **Prior to reading aloud a test item, take a moment to review the item so that the answer is not inadvertently given to the student. Depending on the content of the test item, you may need to read aloud "Broad Rd." as "Broad R-d period." Similarly, you may need to read the number 3,254 as "three comma two five four."**

For more detailed information, refer to the *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at

www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf

Interpreting (e.g., signing, transliteration) test items

The interpreter must be very careful when interpreting the test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test that is not specifically requested by the student.

An interpreted (e.g., signing, transliteration) administration must be proctored by appropriate school personnel. You, as the Test Examiner, and the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the DDOT until scores are received and verified.

Using audiotapes that accompany Braille, large-print, or regular-print versions

NOTE: Only use the audiotape accompanying the Braille or large-print test forms/prompts if the student has use of an audiotape as an accommodation on her/his current IEP or 504 management plan.

Before test administration, check tape recorders to be sure they will work correctly during test administration. Check the labels of the audiotapes you are given to see that the subject area and test form numbers match the Braille, large-print, or regular-print test booklets.

Contact your STC if you have not received audiotapes that are required for testing or if you have received audiotapes that do not correspond to test booklets.

In each set of specific directions for administering the subject area test, listen for an indication of a **NOTE** box that will advise exactly when to begin playing an audiotape. On the audiotape, the narrator reads the directions and the sample questions but does not refer to the answer document or how to enter answers. You may modify your instructions to the student as necessary. **Students may pause or stop a tape as necessary during the test to follow its contents and keep up with the narration.** So that students may stop the tape as they need to, it is best to have an individual tape and tape recorder for each student using an audiotape version.

Using word prediction/selection software

Word prediction/selection is defined as any software providing a student with a selection of single words from a student-generated single or multiple keystroke. For example, a student may type into the software the letter “p.” The software will provide the student with a list of single words starting with the letter “p” (e.g., “plane,” “plain,” “put,” “part,” “please,” etc.). It should be noted that word prediction/selection is limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict ahead sentence structure.

Software providing word prediction/selection must not provide prompting for spell checking, grammar checking, predicting ahead of phrases or word choices, and must not make use of a thesaurus. If the word prediction/selection software allows selection of a dictionary for use by the software, an appropriate dictionary for the student’s grade level should be selected. If a student is provided the word prediction/selection accommodation during testing, Field I, Special Test Accommodations, Circle B, must be coded on the answer document. Refer to *Special Test Accommodations Codes*, B-Other in Appendix C. For additional information, please consult with your STC.

5.3 Directions for Administering the SOL EOC English: Writing Multiple-Choice Component (July 16 or 17, 2007)

The two-part EOC *English: Writing* test consists of a multiple-choice component and a direct-writing component. The EOC *English: Writing* test is administered in two separate sittings, each component on a different day. **Students will use the same answer documents in both sessions.** All testing materials must be returned to your STC for secure storage between testing sessions.

5.3.1 Preparation for administering the SOL EOC English: Writing multiple-choice component

On the morning of testing, you will receive all materials needed to administer the multiple-choice component of the EOC *English: Writing* test in your classroom. Your STC will provide you with multiple-choice test booklets and answer documents.

Your STC may ask you to initial an *Examiner’s/Proctor’s Test Booklet Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms/Prompts Kits* verifying your receipt of the test materials. The purpose of these documents is to track the secure materials throughout the test administration period. Be sure to count the number of test booklets, Special Test Forms Kits with and/or without audiotapes that you receive from the STC before you initial the form.

Make sure you have all the materials needed to administer the multiple-choice component of the

EOC *English: Writing* test, as detailed in Table 1. Depending on the type of forms you are administering (Regular or Special Test Forms, or both), your STC will provide you with the appropriate testing materials.

Table 1: Testing materials for EOC *English: Writing* (Multiple-Choice)

MATERIALS YOU WILL NEED	<ul style="list-style-type: none"> • a copy of this manual • a supply of test booklets • the students' answer documents • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	<ul style="list-style-type: none"> • a test booklet • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	<ul style="list-style-type: none"> • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper, and <p style="text-align: center;">BRAILLE</p> <ul style="list-style-type: none"> • Braille test booklets (and accompanying audiotapes as needed to provide specified accommodations) • two sheets of Braille paper (for use by the student, if needed) • an Examiner's copy of the Braille test in regular-print for your use during administration, or <p style="text-align: center;">LARGE-PRINT</p> <ul style="list-style-type: none"> • large-print test booklets (and accompanying audiotapes as needed to provide specified accommodations) • an Examiner's copy of the test in large-print for your use during administration, or <p style="text-align: center;">REGULAR AUDIO</p> <ul style="list-style-type: none"> • regular-print test booklets • accompanying audiotape

Just before you distribute test booklets to students for the **first** time, open each package and count the number of booklets in each package. Each test booklet package's *Assembly ID Sheet* will show:

- at the top of the sheet, a barcode with a unique number, level, name of subject area test, form number, and quantity of test booklets contained in the package; and

- at the bottom of the sheet, package assembly information for tracking secure materials electronically by Pearson Educational Measurement.

Indicate the number of test booklets contained in each package by checking off the applicable statement. Then, sign and date the *Assembly ID Sheet*. A sample of the test booklet *Assembly ID Sheet* is in Appendix D.

To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any educational materials.

Make sure that all desks are clear of books and other materials not needed for the test. See that each student has two sharpened soft-lead (No. 2) pencils with erasers.

Remember that the SOL tests are untimed and that students who have not finished by the end of the allotted time should be given as much time as they need to complete the test. Be prepared for the possibility of moving these students to an alternate testing site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during the move.

5.3.2 Specific directions for administering the SOL EOC *English: Writing* multiple-choice component

NOTE

Test booklet page numbers in this manual refer to Regular Test Forms only. If you are administering Special Test Forms, determine the correct test booklet page references before you begin each testing session. Also, the written directions for Special Test Forms may not make any references to marking answer documents. You may modify both of these instructions accordingly.

All directions that you are to read aloud to students are in **bold type** so that they stand out from the rest of the text. Read them **exactly as they are written**, using a natural tone and manner. Other text is for your information and should not be read to students. It is essential that you become familiar with these instructions **before** test administration and that you follow them exactly as they appear.

If you make a mistake in reading a direction, stop and say, “**No, that is wrong. I must read it to you again. Listen again.**” Then read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are recording their answers correctly on the answer document, following instructions, and working until the end of the test or as far as they can.

Remind students to handle their answer documents with care, record their answers with heavy, dark pencil marks, and avoid making extra marks. Also, answer documents should never be folded, clipped, stapled, or torn.

Help must not be given on specific test items, and no clues should be given about the correctness of a student’s answer to a particular item. Test questions may not be read to students, unless specified

in their IEPs, 504 management plans, or *LEP SOL Participation Plans*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

If students have **just completed** Fields A–D of their demographic information in Section 5.1 and still have answer documents in their possession, proceed to the instructions following the row of asterisks.

OR

If students completed Fields A–D of their demographic information in Section 5.1 on a **previous** day or in an earlier sitting on this day,

SAY I am going to give your answer document to you. Make sure that your name is on the front of it. (Demonstrate.) Keep your answer document turned over so that the page we have already completed is facing up. (Demonstrate.) Be very careful with your answer document. Do not fold or bend it.

Distribute answer documents. Make sure each student receives the correct one.

Proceed to the instructions that follow the row of asterisks.

* * * * *

Administration of the test may now begin.

SAY Today you will be taking the first part of the SOL EOC *English: Writing* test. This test will provide information about how well you write. It is important that you do your best on this test. Now I am going to give each of you a test booklet and scratch paper. Do not open your test booklet until I tell you to do so.

Distribute the test booklets and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

To assist in the identification of the test form, the complete form number indicates the test level (EOC), subject test code (3-digit numbers), followed by a dash (-), a "W" and four numbers. However, only the last four numbers must be entered on the answer document.

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the "W" followed by four numbers (point). Now look at the back cover of your answer document. Find Field F, labeled "MC Form." The first letter "W" is already filled in. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you entered a number, fill in the circle that has the same number. When you are finished, check the form number and the circles you filled in. Are there any questions?

Answer any questions the students may have.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a Braille test booklet is also on its front cover at the bottom center. Correct completion of the form number is essential for accurate scoring.

SAY On the front cover of your test booklet, find the box labeled "Student Name." (Point.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Ensure that all students have printed their names clearly in the boxes on the front and back covers.

SAY Open your test booklet to page 3.

Demonstrate. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *"Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen."* Now find Sample A in the shaded box beneath the directions. Read the passage to yourself.

Pause while students read the first sample passage.

SAY Now read the question and each answer choice to yourself while I read aloud. "Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?" Which is the best answer?

Pause for replies.

SAY Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.

Now look at the back cover of your answer document. Find the area for marking your answers. In the shaded box labeled "Samples," fill in the circle for the letter "B" for Sample A, because "B" is the letter for the best answer. Does everyone understand how to mark this answer on your answer document?

Pause. Answer all questions.

SAY Now find Sample B in your test booklet. Read the passage and then answer the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers. (Pause.) Which answer did you choose?

Pause for replies.

SAY That's right. Answer "F" is the best answer. Fill in the circle for the letter "F" for Sample B in the answer document. (Demonstrate.) Does everyone understand how to mark this answer on your answer document?

Answer all questions.

SAY Now look at Sample C. Read the passage and the question. Fill in your answer in your answer document.

When students have finished,

SAY Which answer did you choose? (Pause for replies.) **That's right. Answer "C" is the best answer. Fill in the circle for the letter "C" for Sample C in the answer document. (Demonstrate.) Does everyone understand how to mark this answer on your answer document?**

Pause. Answer any questions.

SAY Now look at Sample D. Read the passage and the question. Fill in your answer in your answer document.

When students have finished,

SAY Which answer did you choose? (Pause for replies.) **That's right. Answer "J" is the best answer. Fill in the circle for the letter "J" for Sample D in the answer document. (Demonstrate.)**

SAY Are there any questions about how to mark this answer on your answer document?

Answer any questions related to the mechanics of completing the answer document.

Make sure students understand the "as it is" option and that everyone understands what to do.

Before actual testing starts, make sure the test procedures are very clear to the students. Questions should be encouraged so that every student understands the mechanics of the test.

SAY You should answer all of the questions in this booklet. You may have as much time as you need to complete this test. Work until you come to the stop sign. (Demonstrate.) When you finish, you may check your work on the test.

Remember, read each passage; then answer the questions about the passage. Choose the best answer for each question. You may write in your test booklets, but make sure to fill in answers on your answer document. Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure you completely erase the first entry you made. Does everyone understand what to do?

After all questions have been answered,

SAY You may start working now.

NOTE

If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions and the sample test items. If you have already covered that information, you may choose to advance the tape to the narration of the first test item. **You or the students may pause or stop a tape as necessary during the test to better follow its contents.**

If a student asks a question during the test, be very careful when answering. If the student's question refers to the mechanics of testing, such as how to complete a circle, it can be answered. If the question refers to a particular test item, the student should be told, **"Read it carefully and choose the best answer."** Help must not be given on specific test items, and no clues should be given about the correctness of a student's answer to a particular test item.

Test questions may **not** be read to students, unless specified in their IEPs, 504 management plans, or *LEP SOL Participation Plans*. **If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. While you are moving about the room, check that students are working on the multiple-choice component of the test and not writing in the answer document pages reserved for the direct-writing component. Make sure that students are turning pages when necessary and entering their answers properly. If coding errors are observed that relate to the student matching the test booklet to the answer document, the **class** should be told, **“Please take a moment to check your work. The number of the test question in your test booklet should match the circle number on your answer document.”**

Have extra pencils, erasers and scratch paper available in an accessible place. Students are **not to have access to dictionaries or electronic spelling checkers** during administration of the multiple-choice component unless specified in an IEP, 504 management plan, or *LEP SOL Participation Plan*. (Electronic spelling checkers are not an accommodation for LEP students unless they also have a specified disability that is identified in their IEP.)

Examiners should focus their attention on monitoring the testing process during test administration and should not spend time reviewing test items. (Refer to *Test Security Guidelines* in Appendix A.)

After about 75 minutes, or when most students have finished,

SAY If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.

Collect the answer documents of those students who have completed the test. Then collect their test booklets and then collect their scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that the SOL tests are untimed. Allow those students who have not finished to continue working. If necessary, you may move the students to an alternate testing site. Should this become necessary, be sure to maintain the security of the test booklets and answer documents for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including test booklets, answer documents, audiotapes (if applicable) and scratch paper **before** students are moved to an alternate site or dismissed from the test session. Test materials must be kept in a secure location.

Important: After all students have completed the test, announce to them that they should not discuss the test because other students may still need to complete it. Examiners/Proctors may not discuss any of the test questions with anyone. **(Refer to *Test Security Guidelines* in Appendix A.)**

SAY Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

5.3.3 Handling testing irregularities

Be aware of any situation in which a testing irregularity could occur, which includes, but is not limited to:

- A student becomes ill during testing.
- A student is observed cheating during the testing session.
- A teacher or another adult provides improper assistance to a student.
- Testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL Participation Plan* are not provided.
- The student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP SOL Participation Plan*.
- An excessive disturbance or disruption occurs during the testing session.
- A student's test booklet, writing prompt, or used answer document is missing.
- Any unused/unassigned test booklet or writing prompt is missing.

A testing irregularity is any occurrence that may inappropriately influence a student's performance. Any testing irregularities observed should be reported **immediately** to your STC. Your STC will discuss with you procedures for handling testing irregularities. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix E may be used to document the incident.

IMPORTANT: Your STC will have to provide the following additional documentation if the irregularity involves lost test material. Attach to the *Test Irregularity Form*:

1. a copy of the test booklet or writing prompt package *Assembly ID Sheet* for tracking the materials;
2. a copy of an *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* or another such transmittal form for tracking the materials;
3. a description of the circumstances surrounding the loss of materials; and
4. an explanation of the steps taken to locate the materials.

If you question whether an incident in your classroom is a testing irregularity, discuss it with your STC.

5.3.4 Assembling and returning test booklets and answer documents to the STC

Test booklets, audiotapes, answer documents and used scratch paper must be returned to the STC as soon as possible after the end of the testing session, **but not later than the end of the same school day on which the test was administered.** Ensure that the number of test booklets returned matches the number you recorded on the *Assembly ID Sheet*.

If it is impossible for you to return test materials immediately at the end of the testing session, secure them in a location that is inaccessible to students and advise your STC of the situation.

Remember that arrangements must be made to return test materials to the STC before the end of the day so that they can be counted and locked in a secure location overnight. When you return the materials to your STC, have her/him initial an *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and/or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* or other such transmittals verifying that you have returned all materials to your STC.

Retain this manual for use in administration of the direct-writing component on July 18, 2007.

5.4 Directions for Administering the EOC Direct-Writing Component (July 18, 2007)

5.4.1 Preparation for administering the EOC direct-writing component

On the morning of testing, you will receive all materials needed to administer the direct-writing component of the SOL EOC *English: Writing* test. Your STC will provide you with the following materials:

- the answer documents that the students used for the multiple-choice component of the EOC *English: Writing* test
- sealed package(s) of writing prompts

Your STC may ask you to initial an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* verifying your receipt of the writing prompts. The purpose of this form is to track these secure materials throughout the test administration period.

The sealed packages of writing prompts must not be opened more than 30 minutes before the test session for the direct-writing component. Just before you distribute the prompts to students, open each package and count the number of prompts in it. You should have the same number of prompts as printed on the package *Assembly ID Sheet*. Complete the *Assembly ID Sheet* for each package of prompts. Check the applicable number of prompts and sign and date each *Assembly ID Sheet*. A sample of a writing prompt *Assembly ID Sheet* is in Appendix D.

Make sure you have all the materials to administer the direct-writing component of the EOC *English: Writing* test, as detailed in Table 2. Depending on the type of prompts you are administering (regular, Braille and/or large-print) your STC will provide you with the appropriate testing materials.

Table 2: Testing Materials for EOC *English: Writing* (Direct-Writing)

MATERIALS YOU WILL NEED	<ul style="list-style-type: none"> • a copy of this manual • a supply of writing prompts • the students' answer documents that were used for the multiple-choice component of the writing test • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	<ul style="list-style-type: none"> • a writing prompt • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • an easily accessible dictionary (without a thesaurus section) • scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	<ul style="list-style-type: none"> • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • an easily accessible dictionary (without a thesaurus section) • scratch paper, and <p style="text-align: center;">BRAILLE</p> <ul style="list-style-type: none"> • Braille writing prompts (and accompanying audiotapes as needed to provide specified accommodations) • five sheets of Braille paper (for use by the student, if needed) • an Examiner's copy of the Braille writing prompt in regular-print for your use during administration, or <p style="text-align: center;">LARGE-PRINT</p> <ul style="list-style-type: none"> • large-print writing prompts (and accompanying audiotapes as needed to provide specified accommodations) • an Examiner's copy of the writing prompt in regular-print for your use during administration, or <p style="text-align: center;">REGULAR AUDIO</p> <ul style="list-style-type: none"> • regular-print writing prompt • accompanying audiotape

Just before you distribute writing prompts to students for the **first** time, open each package and count the number of prompts in each package. Each writing prompt package's *Assembly ID Sheet* will show a barcode with a unique number, level, name of subject area test, prompt number and quantity of writing prompts contained in the package.

Indicate the number of writing prompts contained in each package by checking off the applicable statement. Then, sign and date the *Assembly ID Sheet*. A sample of the writing prompt *Assembly ID Sheet* is in Appendix D.

To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any educational materials.

Make sure that all desks are clear of books and other materials not needed for the test. Verify that each student has two sharpened soft-lead (No. 2) pencils with erasers.

All directions that you are to read aloud to students are in **bold type** so that they stand out from the rest of the text. Read them **exactly as they are written**, using a natural tone and manner.

If you make a mistake in reading a direction, stop and say, **“No, that was wrong. I must read it to you again. Listen again.”** Then read the direction again. Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are writing their papers in the correct section of the answer document and following instructions.

Remind students to handle all materials with care, to write their papers in **pencil**, and to avoid making extra marks. The answer documents should never be folded, clipped, stapled, or torn.

Electronic spelling checkers can be used only by students whose IEPs or 504 management plans specify this accommodation. **No student is to use a thesaurus on the EOC English: Writing test.**

Remember that the SOL tests are untimed and that students who have not finished writing by the end of the allotted time should be given as much time as they need to complete the test.

Be prepared for the possibility of moving these students to an alternate testing site. Should this become necessary, be sure to maintain the security of the writing prompts, answer documents and scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

5.4.2 Specific directions for administering the SOL EOC direct-writing component

Administration of the direct-writing component may now begin.

Before distributing the answer documents,

SAY Today you are going to take the second part of the SOL EOC English: Writing test. For this part of the test you will write a short paper. You will write your paper in the same answer document that you used for the multiple-choice part of the test. I will now give you your answer document. Make sure that the answer document I give you has your name on it. Raise your hand if it is not your answer document.

Distribute answer documents. Resolve any problems before continuing. If you have not already opened the package(s) of prompts, do so now.

Immediately count and record the number of prompts on the *Assembly ID Sheet(s)* that were enclosed in the package of prompts.

SAY I will now give you your writing prompt. Where you see the words “Student Name,” write your first and last names immediately.

Distribute the writing prompts.

SAY Be sure your name is on the writing prompt. Now look at the top of your writing prompt where it says "Prompt Number." On the back cover of your answer document, find the field labeled G, "Prompt Number." Write the prompt number in the empty boxes. Beneath each box in which you entered a number, fill in the circle that has the same number. When you are finished, recheck the prompt number and the circles that you filled in. Are there any questions?

Answer any questions the students may have.

As the Examiner, you may need to complete this field for students with disabilities. On a large-print test booklet, the prompt number is on the top right corner of the test booklet's front cover. The prompt number for a Braille test booklet is on its front cover at the bottom center. Correct completion of this prompt number is essential for accurate scoring.

SAY Now look at page 3 of your answer document and find the boxes in the top right corner. (Point.) In the first box, write your last name. In the second box, write your first name. Does everyone understand what to do?

Now look at page 5 of your answer document and find the boxes in the top right corner. In the first box, write your last name. In the second box, write your first name. Does everyone understand what to do?

Make sure students understand what to do. When everyone has finished,

SAY Now read the writing prompt to yourself.

Pause while students read the writing prompt.

SAY Make sure you write about the topic given to you in the prompt. You may write about something that really happened or you may write a fictional paper. However, if you do not write about the topic given to you, your paper will not be scored. Are there any questions?

Answer any questions. Make sure that the students know what to do. You may read the prompt to students if they have difficulty reading it. You may not explain what the writing prompt means.

SAY Now look at the "Checklist for Writers." It lists points for you to keep in mind as you write. Read the checklist to yourself.

Pause while students read the checklist.

SAY Are there any questions?

Answer students' questions.

SAY You may use scratch paper for any planning you need to do before you begin writing your paper and you may use a dictionary to check your spelling. I will now give each of you a dictionary and some scratch paper.

Distribute dictionaries and scratch paper. Ensure that students also have any materials or supplies required for accommodations.

If you do not have enough dictionaries for each student to receive one, explain to students where the dictionaries are and the process they should follow if they need to use the dictionary. The procedure must ensure that students do not interact with each other while using the dictionary.

NOTE: Remind students that they should only use a No. 2 pencil when completing their paper.

Before actual testing starts, make sure the test procedures are very clear to the students.

Please note that your comments must be confined to answering student questions about the mechanics of completing the answer document.

SAY You may take as much time as you need to complete this test. You may use some of this time to plan what you will write. Use the scratch paper I gave you for any planning you need to do. If you need more paper for planning, raise your hand and I will give you extra paper. After you have finished planning, write your paper on the pages with lines in the answer document, beginning on page 3 where it says “Start Here.” (Demonstrate.) Only the writing on the lined pages of the answer document will be scored so you must plan carefully in order to write everything you want to say on the answer document.

You do not have to fill all of the lined pages with writing. You should write as much as necessary to cover the writing topic well. You may print, or you may write in cursive. Are there any questions?

Answer any questions.

SAY You may begin now.

NOTE

If you are administering an audiotape that accompanies a Braille, large-print, or regular test, you or the students may now begin playing the tape. Note that the narrator will read the directions. If you have already covered that information, you may choose to advance the tape to the narration of the prompt. **You or the students may pause or stop a tape as necessary during the test to better follow its contents.**

If a student asks a question during the test, be very careful when answering. If the student’s question refers to the mechanics of the test, such as where the response to the prompt should be written, it can be answered. If the question refers to what the student should write about, **say only, “Read the topic carefully and write a short paper about it.”** Help in how a paper should be written or on the mechanics of writing, such as how to spell a word, must not be given. **If in doubt, it is better to say that you cannot respond to the student’s question rather than risk violating standard procedures.**

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. While you are moving about the room, check that students are:

- working in the direct-writing section of the answer document and not going back to the multiple-choice section
- writing their papers only on the lined pages of their answer documents. **Loose sheets of paper will not be scored.**

Have extra sharpened pencils, erasers, scratch paper, and dictionaries available in an accessible place. Be aware of any situation in which a testing irregularity could occur. See Section 5.3.3 for examples of irregularities. A testing irregularity is any occurrence that may inappropriately influence a student’s performance. Any testing irregularity that is observed must be reported **immediately** to your STC. Your STC will discuss with you procedures for handling testing irregularities. All testing irregularities must be recorded as directed by your STC. *The Test Irregularity Form* in Appendix E of this manual may be used to document the incident.

After about 75 minutes or when most students have finished,

SAY If you have finished, raise your hand. I will collect your materials. If you have not finished, continue working and take as much time as you need. When you do finish, raise your hand. After I have collected your materials, you may sit quietly or read if you wish.

Collect the answer documents of those students who have completed the test; then collect their writing prompts and scratch paper. These items should be collected from each individual student, not passed up or down the rows of desks or seats.

Remember that the SOL tests are untimed. Allow those who have not finished to continue working. If necessary, you may move the students to an alternate testing site. Should this become necessary, be sure to maintain the security of the writing prompts, answer documents and scratch paper for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

Examiners must collect all materials used in testing. Be sure to account for all test materials, including writing prompts, answer documents, and scratch paper **before** students are moved to an alternate site or dismissed from the test session. Test materials must be kept in a secure location.

Important: After all students have completed the test, announce to them that they should not discuss the writing test because other students may still need to complete it. Examiners or Proctors may not discuss the writing prompt with anyone. (**Refer to *Test Security Guidelines* in Appendix A.**)

SAY Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

5.4.3 Transcription of students' answers

You must obtain prior approval from your STC to conduct a transcription of student(s) answers.

NOTE: The accommodation for transcribing students' test responses onto an answer document is **only** available for students as stated in their IEPs, 504 management plans, or *LEP SOL Participation Plans*.

A student's responses to the multiple-choice and direct-writing tests must be transcribed to the regular answer document by a school official if the student's answers were:

- recorded on Braille paper or on an enlarged copy of the answer document,
- dictated to an Examiner/Proctor and audiotaped, or
- marked directly in the test booklet.

The transcription must be verified by a second school official to ensure that no errors occurred.

NOTE: The students' responses must not be altered in any way. The student's Braille response, an enlarged copy of the answer document, an audiotape of the students responses, **and/or** the marked test booklet shall be retained on file and secure in the office of the DDOT until scores are received and verified.

Transcription of students' answers to the regular SOL answer documents must be completed **as soon as possible** after the test has been administered. Remember that an answer document is considered to be secure once a student's answers have been recorded on it. Therefore, the answer documents must be kept in locked storage when not in use during an actual testing session.

5.4.4 Assembling and returning direct-writing prompts and answer documents to the STC

After the direct-writing component session is over, inspect and prepare the answer documents for scoring as described in Sections 6.1–6.6.

Remember that the students' completed answer documents are secure test materials. They must be

prepared for scoring in a location that is inaccessible to students and must be returned to your STC **no later than the end of the school day on which the test was administered**. Ensure that the number of writing prompts matches the number you recorded on an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* and/or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits*. If the testing session was concluded relatively late in the school day and you do not have time to prepare the answer documents as described in Sections 6.1–6.6, return them to you STC at this time along with other test materials so that they can be counted and locked in a secure location overnight. Arrange with your STC to retrieve the answer documents on another school day so that you can inspect and prepare the answer documents for scoring.

When you return the materials to your STC, have her/him initial the *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* and/or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits* or other such transmittals verifying that you have returned all materials.

6. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

6.1 Inspecting Answer Documents for Students Who Took the Test

At the end of the test session, you must make sure that the answer documents are undamaged and complete and that they contain all appropriate identification information. **Careful inspection of the students' answer documents will help prevent scoring delays.**

1. Inspect all answer documents for improper marks. **Marks made with ballpoint pen, felt-tipped pen, hard-lead or colored pencils will not be scanned.** All marks to be read by the scanners must be very dark. **DO NOT ALTER THE STUDENT'S RESPONSE TO THE WRITING PROMPT IN ANY WAY.**
2. Check the multiple-choice answer section. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.**
3. Remove any extraneous materials or loose sheets of paper from the section that contains the writing response, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.** Only responses written in an answer document will be scored.
4. Check the demographic information.
 - a. Handwritten information in Field A (student's name, teacher, school, etc.) should be legibly filled in with a No. 2 pencil in the spaces provided at the top of the page.
 - b. If the answer document is submitted WITHOUT a Pre-ID label, Fields B through E, the machine-scannable information (student's name, date of birth, gender, etc.), must be accurately completed with dark No. 2 pencil marks. Make sure all fields have been completed in which you have entered information.
 - c. Check each student's answer document to ensure that the correct form number of the test has been completed in Field F, MC Form, and the correct writing prompt number has been entered in Field G, Prompt Number. Failure to complete Fields F and G accurately will result in the incorrect key being used to score the test.
5. Inspect answer documents for damage. No tape, staples, coffee, paint, or other foreign objects or substances can be on the answer documents.
6. Answer documents that are not in good physical condition (bent corners, folds or wrinkles, clips or staples) cannot be scanned by electronic machines. If such an answer document is found, inform your STC and if permission is given, transcribe the student's multiple-choice answers, direct-writing response, and demographic information to a blank answer document. If such transcriptions are made:
 - a. Verify the accuracy of **all** transcriptions with another Examiner, teacher, or faculty member; however, **students' responses must not be altered in any way.**
 - b. Print the word "VOID" on the front demographic page of the original answer document and give it to your STC to return.

6.2 Completion of Demographic Information Codes

If students' answer documents are submitted WITH a Pre-ID label, any information in Fields B through E should NOT be completed. Any information coded in these fields will not be read by the scanner.

If students' answer documents are submitted WITHOUT a Pre-ID label, Fields B through E MUST be completed.

You or another designated adult must complete Fields H and I of the answer document's demographic sections for all students for whom these special codes are applicable. **These fields must be coded ONLY after all testing is completed.** The accuracy and completeness of these special codes are critical to timely processing of student answer documents.

6.2.1 Field H—TESTING STATUS

Complete this field as directed to do so by your STC.

All students in high school English courses that have covered the grades 9, 10, and 11 English SOL should take the EOC *English: Writing* test. However, there may be students in your class who, for a variety of reasons, either

- **completed only one component** of the EOC *English: Writing* test (either the multiple-choice component or the direct-writing component), or
- **completed neither component.**

This includes students who were not tested because they were absent, refused to take the test, were disruptive, or were involved in a medical emergency.

You or another adult will need to complete Field H, Testing Status, on the answer document to explain why the student did not take one and/or both component(s). Use Table 3, *Coding "Testing Status,"* to determine which circle to select. **This must be completed only after all make-up testing is finished. An answer document must be completed and returned for students who were enrolled at the time of testing but did not take either component of the EOC *English: Writing* test.**

Table 3: Coding "Testing Status"

COMPLETE CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	absent from the regular and make-up testing sessions.
4 = Medical Emergency*	unable to take the test due to a medical emergency.
5 = Refusal/Disruptive	disruptive or refused to take the test.
7 = Student Cheated	determined that he/she cheated; at the direction of your STC, complete Code 7.
8 = Other	Complete Code 8 only if directed to do so by your STC.
9 = Student has already passed this test	Complete Code 9 only if directed to do so by your STC.
10 = Other	Complete Code 10 only if directed to do so by your STC.
11 = Other	Complete Code 11 only if directed to do so by your STC.

* Medical Emergency—Students categorized as having a medical emergency are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor.

Completing "Testing Status" for Students

If the student missed the **multiple-choice component**, or **direct-writing component**, or **both**, complete **only one** of the circles 1, 4 or 5.

→

H	TESTING STATUS Select Only One						
1	4	5	7	8	9	10	11

↑

Do not complete Codes 7–11 unless directed to do so by your STC.

6.2.2 Field I—SPECIAL TEST ACCOMMODATIONS

Complete this field as directed to do so by your STC.

Certain students with disabilities and students identified as LEP may receive testing accommodations. Only those testing accommodations that are specified in the IEP or 504 management plan for students with disabilities or in the *LEP SOL Participation Plan* may be used. Complete Field I, Special Test Accommodations, if any testing accommodations are used. Complete **all** accommodations that apply. Accurate completion of this field is critical.

Appendix C indicates the specific testing accommodations corresponding to the number shown in Field I, Special Test Accommodations.

The following diagrams may also be helpful in completing the Special Test Accommodations field.

Do not complete Circle A. Complete Circle B only if directed to do so by your STC.

I	SPECIAL TEST ACCOMMODATIONS																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	A	B

Regarding Students with Disabilities:

The circle in the shaded box above (Circle 17) is not applicable for a student with disabilities, unless the student is **ALSO** identified as LEP. If the student is identified as having a disability but not as LEP, **DO NOT COMPLETE**.

I	SPECIAL TEST ACCOMMODATIONS																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	A	B

Regarding LEP Students:

Circles in the shaded boxes above are not applicable for an LEP student unless the student is **ALSO** identified as having a disability. If the student is identified as LEP but does not have a disability, **DO NOT COMPLETE**.

6.3 Completing the *Header Sheet*

Complete the *Header Sheet* as directed to do so by your STC.

If you are instructed to complete the *Header Sheet*, follow procedures as outlined in this section. One *Header Sheet* may be used for the paper-banded bundles of answer documents for students tested or not tested with (1) Regular Test Forms, (2) Special Test Forms (Braille, large-print, and regular audio), (3) Term Graduates (first and second opportunities), and (4) alternate forms used for irregularities that require retesting for either Regular or Special Test Forms.

You will need a computer-generated, pre-printed or blank *Header Sheet* and paper bands to organize the answer documents. The *Header Sheet* will be used by the Scoring Center to identify the source and expected quantity of the used answer documents returned. It is important that all the necessary information is printed and/or completed on the *Header Sheet*. A sample is in Appendix F.

NOTE: Answer documents for students testing in the summer from schools outside your division should be bundled separately with their own *Header Sheet*. A sample *Header Sheet* is in Appendix F.

The *Header Sheet* is a scannable document. **Photocopies are not acceptable for Scoring Center use.** If you do not have a scannable *Header Sheet* (pre-printed or blank), obtain one from your STC.

Header Sheets used with answer documents within the division are pre-printed and the circles are pre-coded. The school name and the school code columns are blank. *Header Sheets* used with answer documents outside of the division are blank. Follow directions as provided by your STC for completing the school name and code fields.

Verify and complete *Header Sheet*. The process involves verifying ALL pre-coded data and filling in other pertinent data into proper fields on the *Header Sheet* as directed by your STC. The instructions below must be followed carefully.

1. At the top, verify the division name in the top box. If not pre-printed, write in your division name.
2. The NUMBER OF DOCUMENTS columns **must** match the number of answer documents submitted for scoring from your classroom. If an incorrect number is written or coded in the NUMBER OF DOCUMENTS box, score reporting will be delayed and schools may NOT receive score reports before the close of the school term. If you are uncertain about which answer documents to count, ask your STC. **Answer documents must be submitted for all students, both tested and not tested.** Since this total number will not be known until all necessary make-up sessions have been concluded, use the following instructions for completion of this section.
 - a. At this point, **NO** make-up session(s) should be necessary for this classroom. After ensuring that this is the case, enter the number of answer documents in your stack in the NUMBER OF DOCUMENTS box of the *Header Sheet*. Enter the total, right-justified, in this box. Enter zeros to the left of the number so to completely fill the four-digit field. For example, 32 answer documents would be printed and filled in as “0032.”
 - b. If a make-up session(s) **WILL** be necessary for this classroom, leave these columns BLANK at this time. **The STC will retain the *Header Sheet* with the stack of answer documents in locked storage until after this classroom’s final (or only) make-up session. At that time, place the answer documents from the make-up session(s) in the same stack with those from the previous test sessions. Count them, and enter the result.**
3. Under LEVEL, complete the appropriate circle “EOC” for the EOC English: Writing test.
4. In the DIVISION CODE columns, verify that the correct division code is pre-coded. If not, check with your STC.
5. The SCHOOL NAME and SCHOOL CODE columns should be completed as directed by your STC.

6. REQUIRED HEADER VERIFICATION CONTACT, the person responsible for verifying and coding the *Header Sheet* must do as directed by the STC. However, ONLY the name and phone number of the STC or DDOT should be provided as the "Header Verification Contact."

6.4 Preparing the Bundles of Answer Documents

Use the following instructions if your STC has indicated that you should prepare your students' answer documents for shipping.

All used/marked answer documents should be bundled in the following manner:

1. Answer documents for Regular and Special Test Forms (Braille, large-print, and regular-audio) and Term Graduates (first and second opportunity testers) should be bundled together with one *Header Sheet*. This includes answer documents for irregularities for either Regular or Special Test Forms. Also, included in this bundle should be answer documents for all students **not tested** in a classroom.
2. If applicable, answer documents for students outside your division should be bundled by school with a separate *Header Sheet*.
3. Make sure that the completed *Header Sheet* and the answer documents are in the proper position. The lower left corner of each answer document has been cut at an angle. If the answer documents have been positioned properly, this corner cut should line up for all sheets in the stack. If not, pull the sheet(s) that is not positioned properly from the stack. Turn it so that its corner cut is aligned with the other documents, and put it back in the stack.
4. Using a paper band, bundle the *Header Sheet* and the stack of used answer documents.
NOTE: This information is optional. Score reports will not be delayed if any information on a paper band is omitted.
 - a. On the paper band, write in the information as indicated in the PAPER BAND EXAMPLE below. In the space marked "School," print your school name. In the space marked "Level," print the name of the test administered, i.e., "EOC—Writing," on the paper band. **Leave the "_____ of _____" spaces blank.** The STC will fill out this section of the paper band.

PAPER BAND EXAMPLE	
School	<u>Wing High School</u>
Level	<u>EOC - Writing</u>
	<u> </u> of <u> </u>

- b. If **NO** make-up session(s) is necessary for this classroom, permanently fasten the paper band by attaching its end to each other with a piece of clear tape. **Do not tape** the paper band to an answer document or use a staple or paper clip to permanently fasten the paper band. **Doing so may result in damage to or loss of an answer document.**
- c. If a make-up session(s) **WILL** be necessary for this classroom, **do not permanently fasten (such as with tape) the paper band.** In this instance, a paper clip or rubber band can be used as a temporary measure to keep the paper band closed around the stack of answer documents. **The paper band will be permanently secured by the STC after the final (or only) make- up test session that involves students from your classroom.**

6.5 Returning All Test Materials to Your STC After All Testing Is Completed

Return three separate groups of materials to your STC. Group your materials as follows:

- **Group 1 — Scorable Secure Answer Documents:** All completed and partially completed answer documents, including answer documents for irregularities that required retesting as described in Section 6.4—Preparing the Bundles of Answer Documents

NOTE: No loose writing papers should be included with the scorable answer documents. Only responses written on the answer documents will be scored.

- **Group 2 — Secure Test Materials:** (if still in your possession) all test booklets or writing prompt sheets used in the final test session (include Braille and large-print Examiner's copies and accompanying audiotapes)
- **Group 3 — Remaining Non-Scorable Materials:** (if still in your possession) the completed writing multiple-choice or prompt package *Assembly ID Sheets*, unused and/or unmarked answer documents, damaged answer documents marked "VOID," scratch paper, and this manual

Once all materials are in the packaging sequence order, return them to your STC. The STC will verify that you have returned all test materials and initial the "IN" column on an *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or an *Classroom Transmittal Document for Special Test Forms/Prompts Kits* (Appendix D).

NOTE

ALL TEST BOOKLETS, WRITING PROMPTS, AUDIOTAPES, AND EXAMINERS' COPIES MUST BE ACCOUNTED FOR AND RETURNED TO YOUR STC.

6.6 Signing the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits*

After all EOC *English: Writing* tests have been administered and materials returned to your STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual*.
2. Test questions and writing prompts have not been reproduced in any way.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

Your STC may provide you and any Proctors or Interpreters (if applicable) with the opportunity to sign one of these forms: *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* and an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or an *Classroom Transmittal Document for Special Test Forms/Prompts Kits* (Appendix D) or another such transmittal form.

7. MAKE-UP TESTING

Every student who is absent on July 16 or July 17 and/or July 18, 2007 must be given an opportunity to take the multiple-choice or direct-writing component of the EOC *English: Writing* test on a make-up basis, **provided the make-up sessions are within the testing window**.

Students who miss the administration of the multiple-choice component on July 16 or 17, 2007, will use the **same** multiple-choice component taken by students who were in attendance that day. Students who miss the administration of the direct-writing component on July 18, 2007, will be administered a **different** prompt for make-up testing.

Your STC will provide you with information regarding the schedule for make-up testing sessions.

**IF YOU ARE TO SERVE AS AN EXAMINER FOR MAKE-UP TEST SESSION(S),
PLEASE REMEMBER THE FOLLOWING:**

To help ensure complete and proper scoring of test results, each student must use only **ONE** answer document in which all multiple-choice answers and her/his direct-writing response will be entered; therefore,

1. If a student taking the multiple-choice component on a make-up basis has already taken the direct writing test, you must obtain from the STC the answer document in which the student wrote her/his response to the prompt.
2. If a student taking the direct-writing component on a make-up basis has already taken the multiple-choice component, you must obtain from the STC the answer document in which the student recorded her/his multiple-choice responses.

Consult with your STC if you have any questions about make-up testing.

THANK YOU

We appreciate your time and effort in participating in the
Summer SOL Assessment for EOC *English: Writing*.

**APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
SUMMER 2007**

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.** If in doubt whether test items have been released, contact the Division Director of Testing for verification.
2. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including dry-erase boards, chalkboards, charts, and bulletin boards).
3. Examiners should receive test booklets/writing prompts only on the day of testing. Examiners are not allowed to open sealed packages of writing prompts more than 30 minutes before the test session for the direct-writing component of the writing tests.
4. Examiners are not to improperly review test items or test booklets before, during, or after test administration. Examiners administering the paper multiple-choice SOL test are not to look ahead in the test booklets.
5. Copying/printing/photographing **ALL OR ANY PART** of an SOL assessment or taking notes about the items included on an SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
6. All persons are prohibited from logging into TestNav™ (the Web-based application) posing as a student, current or fabricated, to view any SOL assessments. Only a student whose name appears on a Student Authorization Ticket is permitted to log in and take an online assessment (not applicable for *Writing* tests).
7. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
8. No test item that will be scored to obtain students' test results may be used as a sample or practice item for learning how to select responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for selecting their answers.
9. All persons are prohibited from attempting to formally or informally score SOL assessments.
10. All Examiners, Proctors, or Interpreters using a Proctor Authorization Ticket to administer an online Read-Aloud assessment to students requiring this accommodation are prohibited from answering test questions in the Web-based assessment before, during, or after the administration of the test (not applicable for *Writing* tests).
11. All persons are prohibited from changing students' answers to test items whether by providing hints of clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
12. All known violations of test security procedures shall be reported by phone, fax or in writing. Call (804) 225-2102 to report violations by phone. Fax violation reports to (804) 371-8978. Written reports must be signed by the person making the report and addressed to the Division of Assessment and Reporting, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

Please read legislation passed by the Virginia General Assembly (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

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Revised March 2006

Appendix A, continued

Please read legislation passed by the *Virginia General Assembly* (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§22.1-19.1 Actions for violations of test security procedures.

- A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to the students:
1. Permitting unauthorized access to secure test questions prior to testing;
 2. Copying or reproducing all or any portion of any secure test booklet/writing prompt;
 3. Divulging the contents of any portion of a secure test;
 4. Altering test materials or examinees' responses in any way;
 5. Creating or making available answer keys to secure tests;
 6. Making a false certification on the test security form established by the Department of Education; or
 7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

- B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.
- C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation; however, any person whose administrative or teaching license has been suspended or revoked pursuant to §22.1-292.1 shall not be assessed a civil penalty for the same violation under this section.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund. (2000, cc. 634, 659; 2004, cc. 939, 955.)

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Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§22.1-292.1 Violation of test security procedures: revocation of license.

- A.** The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:
1. Giving unauthorized access to secure test questions;
 2. Copying or reproducing all or any portion of any secure test booklet/writing prompt;
 3. Divulging the contents of any portion of a secure test;
 4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
 5. Making available any answer keys;
 6. Failing to follow test security procedures established by the Department of Education;
 7. Providing a false certification on any test security form required by the Department of Education;
 8. Retaining a copy of secure test questions; and
 9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B.** Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C.** Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§9–6.14:1 et seq. and §22.1–298), governing the licensure of teachers.

Appendix A, continued

**STANDARD OF LEARNING (SOL) ASSESSMENTS
SUMMER 2007**

**SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT
(INCLUDING EXAMINERS/PROCTORS)**

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering an SOL test. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* for the SOL test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not improperly review test items or test booklets/writing prompts, copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.
4. I will not alter students' responses in any way.
5. I will not provide answers to test items or any other improper assistance to students.
6. If serving as an Examiner for online Read-Aloud test sessions, I will not answer test questions in the Web-based assessment before, during, or after the administration of the test.
7. I understand my Login ID and password for the Virginia SOL Web-based Assessments are secure and must remain confidential.
8. I have read the legislation passed by the Virginia General Assembly (§22.1–19.1 Action for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license).
9. I understand that if test security procedures and guidelines are not followed, my license may be suspended or revoked or I may be assessed a civil penalty for each violation.

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

Please be sure to sign and return the *Test Security Agreement* (from the computer OR manual) to the appropriate test administrator before administering any SOL tests.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

This page may be photocopied.

APPENDIX B, continued


SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT
(Page 2/2)

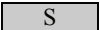
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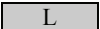
APPENDIX C

Special Test Accommodations Codes End-of-Course English: Writing Test

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Available for Online Testing	Answer document circle number	
•	•	Writing tests are not available online.	1	Flexible schedule (includes breaks during test and multiple test sessions)
•	•		2	group size
•	•		3	environmental modifications (e.g. special lighting, noise buffers, use of study carrel)
•	•		4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	•		5	amplification equipment (e.g., hearing aid or auditory trainer)
L	•		6	large-print test
•	•		7	assistance with directions (i.e., simplifying or clarifying directions)
L	•		8	increased size of answer circles (e.g., enlarged copy of answer document)
L	•		9	Braille test / Braille answer document
•	•		10	Reading in English of test items (except for <i>Reading</i>). If Plan calls for reading the <i>Reading</i> test aloud, see #14.
•	•		11	audiotape version of test items (except for <i>Reading</i>). If Plan calls for using audiotape version of the <i>Reading</i> , see #15.
L	•		12	Interpreting (e.g., signing, transliteration) test items (except for <i>Reading</i>). If Plan calls for interpreting the <i>Reading</i> , see #16.
L	•		13	communication board / pictorial presentation
			14	Reading test items in English on the <i>Reading</i> test
			15	using audiotape version of the <i>Reading</i> test
			16	Interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> test
•	S		17	bilingual dictionary
•	•		18	mark in test booklet or student responds verbally
			19	math aids (e.g., abacus, manipulatives)
L	•		20	large-diameter pencil, special pencil, pencil grip
L	•		21	respond by word processor, typewriter, Braille
L	•		22	augmentative communication device
L	•		23	Spelling aids: spelling checker, spelling dictionary
L	•		24	tape recorder (pre-writing only)
•	•		25	dictation in English to a scribe (direct-writing sample only)
			26	use of calculator or arithmetic tables (grades 3, 4, 5, 6, and 7 math computation on the section of the test that does not allow a calculator)
•	•		27	Other (must obtain prior approval from VDOE)
			A	NOT AVAILABLE. DO NOT COMPLETE
•	•		B	Other (must obtain prior approval from VDOE)

 Black squares in either column indicate accommodations that are not available for these tests. DO NOT COMPLETE.

 Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.

 Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.

 These accommodations are available as needed.

APPENDIX D

SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET

Form
Number

Name of
Test

Level

Quantity

VIRGINIA STANDARDS OF LEARNING
SUMMER WRITING SECURE
TEST MATERIALS
Assembly ID Sheet

EOC WR TB FM W0117 (10)



VA00000161 006921821

AFTER OPENING THIS PACKAGE BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:

1. Count the number of test materials contained in this package.
2. Check the one that is applicable and explain any discrepancy.

___ There were 10 test materials in this package.

___ There were NOT 10 test materials in this package.

Discrepancy: _____

3. Signature _____ Date _____

4. Return this Assembly ID sheet to the STC along with all enclosed test materials immediately after the testing session has concluded.

Range of
Security
Numbers
in Packet

Assembly Number: VA00000161

Assembly Name: EOC WR TB FM W0117 (10)

Beginning Serial Range: 006921 **821**



Ending Serial Range: 006921 **830**



Quantity: 10

For Internal Use Only.

Pg 1

Pkt **33**

SAMPLE WRITING PROMPT PACKAGE ASSEMBLY ID SHEET

53

Appendix D, continued

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Summer 2007 EOC *English: Writing Test*

EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ School Name: _____

Directions:

School Test Coordinators: Use the form on the reverse side to sign test booklets out and in to Examiners/Proctors in your school. Provide your division name and school name.

- ☐ 1. List each Examiner's/Proctor's name in the far-left column.
- ☐ 2. List the number of test booklets assigned to each Examiner/Proctor.
- ☐ 3. The Examiner/Proctor should initial the "Out" column when receiving test booklets.
- ☐ 4. The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of test booklets distributed before initialing this form.

5. "EXAMINER'S/PROCTOR'S AFFIDAVIT"

After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column certifying the following:

- ☐ a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner's Manual*.
- ☐ b. I kept all materials secure when in my possession.
- ☐ c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
- ☐ d. I did not alter students' responses in any way.
- ☐ e. I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

(Over)

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Summer 2007 EOC *English: Writing* Test

EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ **School Name:** _____

Directions: Numbers at the top of each column correspond to steps listed on the reverse side.

(1) Examiner's Name (Proctor's Name)	(2) Test Booklet Quantity	(3) OUT— EXAMINER'S/ PROCTOR'S INITIALS	(4) IN— STC'S INITIALS	(5) EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and Proctors are to sign in this column only AFTER reading statements a–e on the reverse side.

NOTES TO STC:

1. At the close of test administration, this completed page must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

Appendix D, continued

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Summer 2007 EOC *English: Writing Test*

EXAMINER'S/PROCTOR'S PROMPT TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ School Name: _____

Directions:

School Test Coordinators: Use the form on the reverse side to sign writing prompts out and in to Examiners/Proctors in your school. Provide your division name and school name.

- ☐ 1. List each Examiner's/Proctor's name in the far-left column.
- ☐ 2. List the number of prompts assigned to each Examiner/Proctor.
- ☐ 3. The Examiner/Proctor should initial the "Out" column when receiving prompts.
- ☐ 4. The STC must initial the "In" column at the end of the day when prompts are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of prompts distributed before initialing this form.

5. "EXAMINER'S/PROCTOR'S AFFIDAVIT"

After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column certifying the following:

- ☐ a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner's Manual*.
- ☐ b. I kept all materials secure when in my possession.
- ☐ c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
- ☐ d. I did not alter students' responses in any way.
- ☐ e. I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

(Over)

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Summer 2007 EOC *English: Writing* Test

EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ **School Name:** _____

Directions: Numbers at the top of each column correspond to steps listed on the reverse side.

(1) Examiner's Name (Proctor's Name)	(2) Writing Prompt Quantity	(3) OUT— EXAMINER'S/ PROCTOR'S INITIALS	(4) IN— STC'S INITIALS	(5) EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and Proctors are to sign in this column only AFTER reading statements a–e on the reverse side.

NOTES TO STC:

1. At the close of test administration, this completed page must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Summer 2007 EOC English: Writing Tests

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS/PROMPTS KITS

Before testing, this form is for use by the STC when distributing Special Test Forms Kits/Prompts Kits to the Examiners. After testing, this form is for use by the Examiners when returning secure Special Test Forms Kits/Prompts to the STC.

Directions

School Test Coordinators: After testing is completed, have each Examiner/Proctor read the following statements and sign the “Examiner’s/Proctor’s Affidavit.”

Examiner’s/Proctor’s Affidavit

- a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner’s Manual*.
- b. I kept all materials secure when in my possession.
- c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an advantage over other students.
- d. I did not alter students’ responses in any way.
- e. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements a–e above.

Examiner’s/Proctor’s Signature

NOTES TO STC:

- 1. At the close of administration, this completed page must be forwarded to your DDOT, where it will be kept on file.
- 2. This page may be photocopied.

STANDARDS OF LEARNING (SOL) ASSESSMENTS
Summer 2007 EOC English: Writing Tests

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS/PROMPT KITS

Before testing, this form is for use by the STC when distributing Special Test Forms/Prompt Kits to the Examiners. After testing, this form is for use by the Examiners when returning secure Special Test Forms/Prompts to the STC.

SCHOOL NAME: _____											
EXAMINER'S NAME: _____											
	Regular Audio Kit	Audio Tape Only	Braille Kit (with audio)	Braille Kit (w/o audio)	Large Print Kit (with audio)	Large Print Kit (without audio)	Kits Received		Kits Returned		Comments
							Quantity Received	Examiner Initials ¹	Quantity Returned	STC's Initials ²	
EOC Writing Multiple-Choice											
EOC Writing Prompt											

¹ Before test administration

² After test administration

**APPENDIX E
STANDARDS OF LEARNING (SOL) ASSESSMENTS 2006-2007**

TEST IRREGULARITY FORM

The Test Irregularity Web Application System (TIWAS) will be implemented during the Summer 2007 Administration. As directed by the STC, follow procedures for documenting and submitting test irregularities using the TIWAS. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident.

Division Name: _____

Irregularity Number: _____

Test Administration: _____ **Year:** _____

Created Date: _____ **By:** _____

☐ Regular ☐ Term Grad ☐ Exp Retake

Student Grade: _____

School Name: _____

Test Type: ☐ Regular ☐ Regular Audio

No. of Students: _____

☐ Large Print ☐ Braille

Test Session Name: _____

Test Mode: ☐ Paper ☐ Online

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: <input type="checkbox"/> 8 Mathematics		M3026			
Gr. 8	<input type="checkbox"/> Reading (Literacy) _____				
	<input type="checkbox"/> Mathematics (Numeracy) _____				
End-of-Course	<input type="checkbox"/> English: Writing _____				
	<input type="checkbox"/> English: Reading _____				
	<input type="checkbox"/> Math _____				
	<input type="checkbox"/> Science _____				
	<input type="checkbox"/> History _____				

Student Names and STIs (attach list of additional names and STIs):

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ☐ YES ☐ NO


Submitted to VDOE: ☐ YES ☐ NO

SIGNATURE: _____ **DATE:** _____

This page may be photocopied.

APPENDIX F SAMPLE HEADER SHEET


NOTE: Header Sheet may be used for any bundle of answer documents and **MUST** be completed prior to submission.




MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



Header Sheet

PLEASE SUPPLY THE FOLLOWING INFORMATION IF BLANK:

DIVISION Judson

SCHOOL _____

NUMBER OF DOCUMENTS

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

0032			
0	0	3	2
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

LEVEL

MARK ONLY ONE

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ CSH

☒ EOC

DIVISION CODE

1	2	3
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

SCHOOL CODE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

REQUIRED:
HEADER VERIFICATION CONTACT
Please follow Division Director of Testing instructions for completing.

NAME Jane Doe, STC PLEASE PRINT PHONE 555-555-5555 DATE 7/18/07

PEARSON USE ONLY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

ONLY the name and phone number of the STC or DDOT should be provided as the "Header Verification Contact."

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